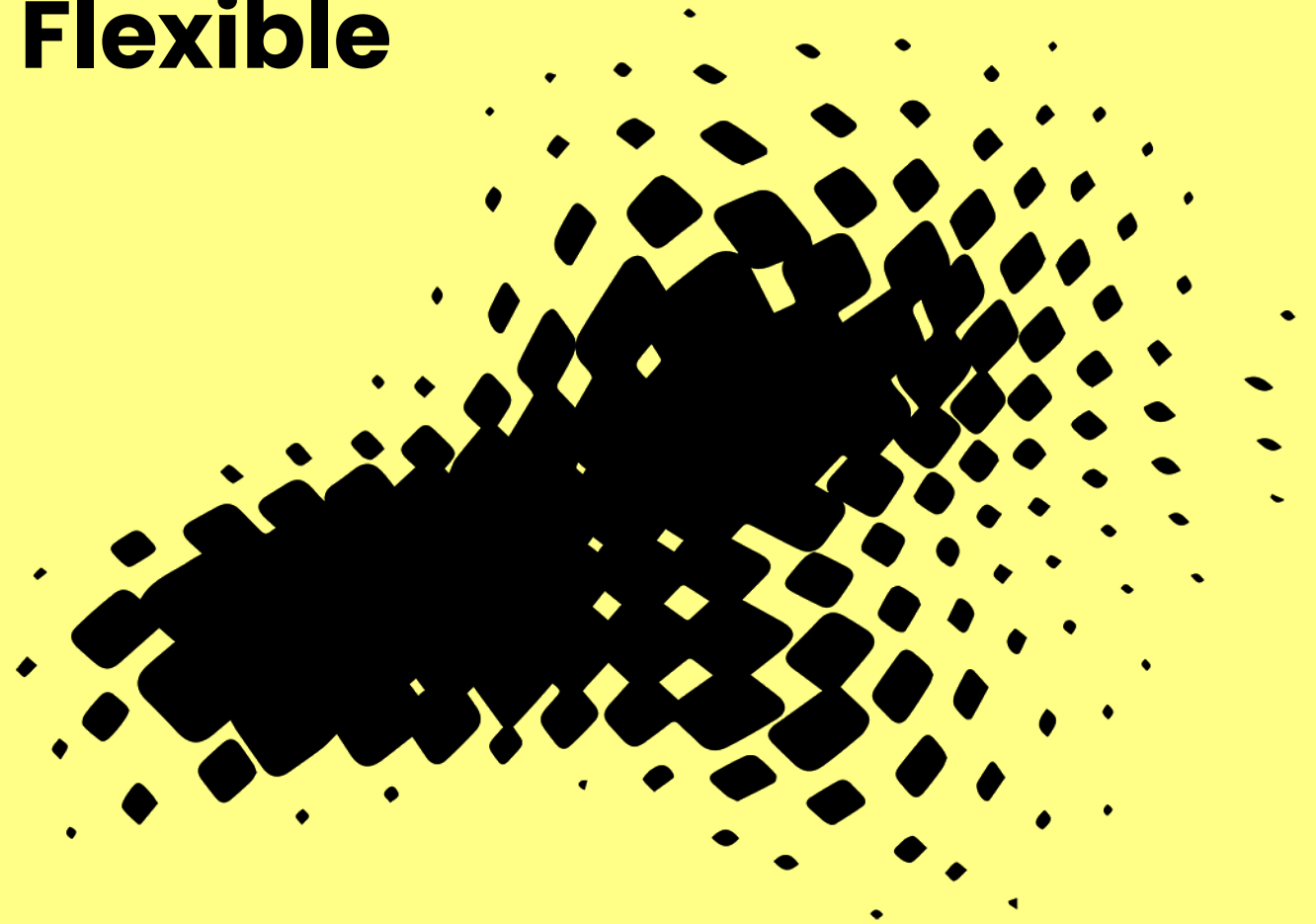


# Online learning quality criteria in the Continuous and Flexible Learning Tray

Approved by the  
Steering Group  
7 March 2023



# Online learning quality criteria in the continuous and flexible learning tray

- The quality criteria have been specifically created for the context of the tray.
- The quality criteria support higher education institutions in producing high-quality educational content for the tray.
- The quality criteria are openly available to higher education institutions and developed in cooperation with the higher education institutions in accordance with the principles of continuous development.
- No separate quality control system will be created for the educational content produced for the tray. The programme's Steering Group will determine the consequences if shortcomings are discovered in meeting the quality criteria.
- Each higher education institution is responsible for ensuring the quality of the content brought to the tray.

# Online learning quality criteria 0.1

1. Research-based education
2. Diversity
3. Modularity
4. Accessibility of digitally supported learning
5. Availability

# Research-based education

<b>Requirement</b>	<b>Recommendation</b>
The contents of the educational offering are based on research and the latest scientific data.	
Education is based on research while taking into account the special features of each discipline.	Multidisciplinarity is considered in research-based education.

# Diversity

Requirement	Recommendation
Learning is flexible, and learners with diverse backgrounds have been taken into account. Flexibility has been addressed and described in the implementation plan.	Alternative ways to complete studies are offered.
The learner's activity in the learning process is planned in advance.	Diverse working methods, learner-centred active learning methods, and collaborative learning are preferred.
The learner receives feedback and guidance on their learning during the learning process.	In addition to teachers, the learner also receives feedback from peers.
Assessment is competence-based, and diverse assessment methods are used. The assessment criteria are explicitly described and openly available.	The chosen assessment methods also support the development of the learner's self-assessment skills.
Progress and performance monitoring or other learning analytics tools are used. A feedback channel has been implemented. Learning analytics results and learner feedback are taken into consideration in the implementation development work.	Learning analytics is used to support the learner's ownership of their own learning process and to support participation and responsibility in building their own study path. Learning analytics is used by the higher education institution in their continuous implementation development work and by the teachers in their instruction.

# Modularity

Requirement	Recommendation
Parts of the educational offering are offered to be completed as micro-credentials <sup>1</sup> or micro-learning <sup>2</sup> .	
The educational offering comprises independent modules that the learner can compile into studies suitable for them. The contents of the educational offering are presented intelligibly, both as individual content and study units and as parts of larger modules.	The learner can compile studies suitable for them across higher education institutions.
The contents are designed stackable. There are tangible vertical and horizontal <sup>3</sup> transitions between content units, and preliminary information requirements and further possibilities are taken into account.	

<sup>1</sup> Micro-credential is a small amount of learning (1–59 credits) with described learning outcomes and pre-determined scope that has been reliably assessed and that produces a certificate that is available for electronic use and owned by the learner.

<sup>2</sup> Micro-learning refers to an amount of learning worth less than one credit.

<sup>3</sup> Vertical stacking of studies refers to progress within a specific theme. Horizontal stacking of studies means learning on different themes at the same difficulty level.

# Accessibility of digitally supported learning

Requirement	Recommendation
Open digital learning resources and environments are available.	
Accessibility requirements have been considered in the learning material. The learning material is clear and logical, and the information is easy to find.  <u>Act on the Provision of Digital Services</u>	
The education provider makes sure that the content is visually accessible (e.g. font, colour contrasts, layout, alternative texts for images).	
The education provider makes sure that the content is easily accessible with different terminal devices, aids, and connections.	
The education provider has published an accessibility statement indicating possible shortcomings and the possibility of providing feedback.	

# Availability

<b>Requirement</b>	<b>Recommendation</b>
The learning process and its progress are visualised on the learning platform.	The learner can easily navigate on the learning platform, and the relevant information can be found effortlessly.
	The learning platform has a consistent structure, preferably uniform within the higher education institution, e.g. utilising a few different course templates.



## How are online learning quality criteria utilised?

- Quality criteria will be integrated into the set of rules, and they will be tested and developed based on the experiences gained from the piloting higher education institutions.
- Higher education institutions will be supported in applying the quality criteria into their processes (design and selection of educational contents brought to the tray).

A photograph of three people lying on their backs on a bright yellow surface. They are looking directly at the camera. The person on the left is a man with a goatee and a blue sweater. The person in the middle is a woman with dark curly hair, smiling. The person on the right is a man with short hair, wearing a white shirt and a dark jacket, with his eyes closed.

DIGIVISIO

**Further information:**

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